The boy was moving as silently as a shadow. He stood there on his tip toes and peered through the keyhole. He saw a three headed monster in the keyhole. He was scared if the monster will open the big ugly door. Neither he would open the door or the monster.

Then when he turned the door the monster opened the door and her ran and hide for the monster doesn't see him. He hid in a bucket where there was lots and lots of clothes and the monster said 'If I find you I will eat you!' He thought he should hop out of the bucket and ran. But the monster was following him so he went in a bus for he doesn't see him.

Then the monster saw him again so he ran for his life in a shop and it just closed. He was safe and sound in the shop he stayed there all the time and grab food from the store.

It was fun but I didn't like it. When the monster was going to eat me, I am safe and sound where I am know so, I'll tell you the rest later so bye, I'll see you again after.

Teacher's comment: This task was completed under test conditions as part of the State Literacy Test. First two sentences are adaptations of sentences provided on the prompt.
<table>
<thead>
<tr>
<th>Language</th>
<th>Key features and examples</th>
<th>Examples of evidence demonstrated by student</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre: Language for achieving different purposes</td>
<td>level of scaffolding</td>
<td>independently written for Primary Writing Assessment for State Literacy Test, picture stimulus and keywords for the opening sentences provided on task sheet</td>
<td>7 / 8 / 9</td>
</tr>
</tbody>
</table>
| schematic structure | organises the text:  
- conjunctions: First, Next, Finally, In addition  
- dependent clauses: When I was four  
- phrases of time, place, manner: Yesterday, At church, With a knife  
- topic words: Snakes  
- action verbs (in procedures): Slice, Boil  
- existential subject to introduce new information: There  
- layout: subheadings, diagrams, pictures | orientation, description of scene, complication, resolution | |
| builds cohesion: |  
- reference items: my, it, him, this, there, the  
- vocabulary patterns  
  - synonyms / antonyms  
  - words that go together: change tyre  
  - classification: motor vehicles - sedans, hatchbacks, utilities  
  - composition (whole-part): motor vehicles - wheels, tyres, engine, seat belt  
- conjunctions to join sentences: Next, So, However, Therefore |  
- topic words: The boy, He  
- non-human: It | |
| joins clauses to expand information: |  
- linking conjunctions: and, or, so, and then  
- binding conjunctions: because, if, as, when, so / so that  
- relative clauses: Perth, which is the capital,... |  
- linking: and, for (so), so, but  
- binding: when, if  
- projections: he was scared if (that) the monster will (would) open the big, ugly door; He thought he should hop out of the basket and ran (ran) |
**Evidence for Scaling**

**BARBARA: WRITTEN NARRATIVE**

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</table>
| **Field:** Language for expressing ideas and experiences | noun groups:  
- numbers, describers, classifiers, qualifiers: David, television, a book, a little boy, a mountain bike, the man in the shop, the three pictures on the wall, the children who live in the city  
- comparatives: funnier, slower, more beautiful, best  
- nominalisations: likelihood, growth, development, beauty, risk, government, ability  
- verbs: action: subtract, divide, peered, scanned  
- mental (sensing): knew, think, believe  
- saying: said, laughed, shouted  
- relational: are, became, has  
- verbal groups: wants to play, tried pushing  
- phrasal verbs: look it up, put up with  
- circumstances and clauses: when: on Sunday, when we arrived  
- where: at the sign  
- how: carefully, with a fine brush, like a leopard  
- with whom / with what: with my friend  
- why: due to the rain, because it is late  
- technical vocabulary: consume, diet  
- direct and reported speech: direct: She said, “I am going home.”  
- reported: She said she was going home. | a three headed monster (monster), the big ugly door, a basin where there was lots and lots of clothes (a basket which there were lots and lots of clothes) | 7 / 8 |
| **Tenor:** Language for interacting with others | speech functions:  
- statements, questions, offers, commands  
- subjectivity / objectivity: subjective: I believe  
- objective: It is possible  
- modality: certainty: reckon, think, perhaps, will, has to be  
- obligation: could, should, must  
- interpersonal meaning: feelings, attitudes: it’s beautiful, I like you, very excellent, best, naughty, rude, well-behaved, just, only, luckily  
- idioms, colloquialisms, humour  
- names to refer to people  
- appropriateness of tenor | series of statements in simple, compound and complex statements with some accuracy | 7 / 8 |
| | | | |
## Evidence for Scaling

**BARBARA: WRITTEN NARRATIVE**

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| **Mode:**
Language for creating spoken and written texts | **tenses:**
- primary: past, present, future  
- secondary: other tenses eg was sleeping, wanted to go, have gone | primary  
- past: stood, peered, saw, was, turched (touched), opened, ran, hid (hid), was (were), said, thought (thought), stayed  
- present: find, am  
- future: will eat, I’ll tell, I’ll see  
- past instead of present: ran  
- present instead of past: hide, grab | 7 / 8 |
| | **passive voice:**
- active: The winds flamed the fire.  
- passive: The fire was flamed by the wind. | passive voice  
- accurate: was moving, was following, was going to eat, didn’t like, should hop out of  
- inaccurate: will (would) open, dosen’t (wouldn’t) see, (had) just closed | |
| | **foregrounding:**
- abstract elements: The habitat of the snakes  
- conjunctions  
- dependent clauses  
- phrases of time, place, manner  
- non-human elements: The lathe  
- human elements: specific We, general People  
- action verbs: Draw  
- existential subject to introduce new information: There  
- interpersonal elements: Dear, Thankyou, Well | foregrounding  
- abstract elements: it (= incident)  
- conjunctions: But, Then  
- human: The boy, He, Neither he (or the monster), I | |
| | **appropriateness of foregrounding**  
**coherence:**
- introduction, topic sentences and the links between them | appropriateness of foregrounding for the genre, but with limited complexity of expression  
- text is coherent through its logical sequencing of events, concluding paragraph changes abruptly to first person and interacts with reader, but without resolving the complication | |
| | **print conventions:**
- handwriting: letter formation, spacing, direction  
- spelling: link to pronunciation and visual patterns  
- punctuation: capitals, full stops, question marks, commas, speech marks, apostrophes, links to intonation  
- abbreviations: cm, 2nd | handwriting: appropriate letter formation and spacing  
- spelling: most common words correct, errors based on pronunciation and inaccurate spelling patterns: turched (touched), dosen’t (doesn’t), bascket (basket), thought (thought)  
- punctuation: mostly uses capitals and full stops correctly, misses comma for direct speech but uses quotation marks, appropriately places apostrophe for contraction | |
| | **multimedia / multimodal:**
- links between gestures, visual images, physical objects, sound, light, layout, tables, spoken and written text | | |